



## **Week 4, Part 1 Assignment : Reflections on Domain III Competencies 8-9**

### **Overview**

The purpose of this assignment is to provide personal reflections on two Domain III Competencies to assess progress toward mastery of the competencies associated with administrative leadership.

### **Learning Outcomes**

Candidates will:

- Analyze and evaluate your progress toward mastery of the SBEC Domain III competencies for Administrative Leadership

### **Performance Outcomes**

Candidates will be able to:

- Write a reflective paper assessing progress toward mastery in the two competencies for administrative leadership.

**Assignment Due Date:** Discussion Postings are due on the fourth day and all other Week 4 assignments are due by 11:59 p.m. on the seventh day of Week 4.

### **Rubric: Week 4, Part 1**

Use the following Rubric to guide your work on the Week 4 Assignments.

EDLD 5398 Week 4 Tasks	Accomplished/ Exceeds Standards 3	Proficient/ Meets Standards 2	Needs Improvement/ Approaches Standards 1	Unacceptable/ Does Not Meet Standards 0
Part 1 Reflections on Domain III Competencies 8-9	Candidate was able to clearly describe the degree of mastery toward each of the 2 competencies with relevant examples to support the self-assessment (30 points)	Candidate was able to describe the degree of mastery toward each of the 2 competencies with examples to support the self-assessment (24 points)	Candidate was able to somewhat describe the degree of mastery toward each of the 2 competencies but did not provide examples to support the self-assessment (21 points)	Candidate was not able to describe the degree of mastery toward each of the 2 competencies (0 points)

**Week 4 Assignment, Part 1: Reflections on Domain III, Competencies 8-9**

**Due Week 4**

**Directions:**

1. Complete the assignment. Begin with a review your internship summary reports with reflections and describe the degree of mastery you believe you currently have in regard to the two competencies for administrative leadership (competencies 8-9). Cite examples of experiences that support your assessment. Reflections on each competency should be approximately one-half page.
2. Upload the document into the course.
3. Then load the document to Tk20 in the course binder. Data from student work in the internship is required by the State and accreditation agencies. Tk20 is the system Lamar University and many other universities use for this purpose. Keep in mind that all work stored in Tk20 is available for each student to use if you want to create a personal, professional electronic portfolio.

**DOMAIN III —ADMINISTRATIVE LEADERSHIP**

**competency 008**

THE PRINCIPAL KNOWS HOW TO APPLY PRINCIPLES OF EFFECTIVE LEADERSHIP AND MANAGEMENT IN RELATION TO CAMPUS BUDGETING, PERSONNEL, RESOURCE UTILIZATION, FINANCIAL MANAGEMENT AND TECHNOLOGY USE.

Each year, this internship period was no exception, I provide the superintendent with an itemized list of items and or services related to technology that need to be included in the budget. This becomes part of the superintendents master proposed budget and is presented to the school board in July, for adoption by the school board. I generally try to add extra for unexpected expenses; however, I have been very successful at staying under the budget in most years. Although this internship period did not involve the administration of any grants other than the E-RATE program cycle. I would like to point out that I was the district contact for several TIF grants over about 8 years, in which the district and (county for the community network grant) was awarded about \$500,000.00, a USDE special project award of a 220' radio tower worth about \$250,000. at that time, and a USDA RUS grant partnership that provided the district with about \$50,000. In video conferencing equipment and computers for our original dual credit room. All of the TIF projects I managed were completed on time and under or at budget and relied on my telecommunications communication and technical abilities, budgeting, time and resource management skills. The purpose of these projects and my degree acquisition are to provide, manage, and facilitate the ongoing use of technology to fulfill student educational needs for our diversely talented student body. These are skills that are used in the course of my assignment as Technology director and maybe in the future as a principal.

This also meets Technology Facilitation Standard I.

**competency 009**

THE PRINCIPAL KNOWS HOW TO APPLY PRINCIPLES OF LEADERSHIP AND MANAGEMENT TO THE CAMPUS PHYSICAL PLANT AND SUPPORT SYSTEMS TO ENSURE A SAFE AND EFFECTIVE LEARNING ENVIRONMENT.

**Patricia Startz: SID L20052259\_EDLD 5398 Internship for Principal and Technology Leader**

A large portion of my day centers on the maintenance of the physical plant of the technology infrastructure in our district. Changes to the phone system are being made in response to the issue of the entire phone system being dead when the power goes out. Something that is not acceptable during a crisis or emergency situation. I have completed the state's crisis management courses and have an active part, as technology director, in crisis management preparedness. Part of this preparedness includes making sure all public notices for student services; food services, health services, and transportation are readily available on the website. Among the items posted are staff and student Responsible Use plans which provide a detailed outline of responsible computer and network use. Teachers also provide Cyber Safety lessons and I provide as needed assistance and instruction in this area. The processes of managing the updates, and implementation of each of these apply the principles of leadership and management to the campus physical plant and support systems to ensure a safe and effective learning environment.

Technology Facilitation Standard I, VI are met with these activities.

In discussing my internship plan as presented in May 2011, with the Principal as that version was presented for her approval she gave approval of the process, but indicated that she wanted me to focus my efforts, not just on providing technology activities but in addressing the larger issue of preparing teachers to prepare students for making the leap from TAKS oriented process thinking to the deeper cognitive thinking processes that would be assessed on the STAAR assessments. We both agreed a more systemic approach was needed. My action research question became what interactive research based digital tool(s) can be utilized by teachers to teach students how to process new subject knowledge using the cognitive processes that will be assessed by STAAR. During my internship I researched and was exposed to a variety of ideas for creating this knowledge base of resources for teachers- from scratch, that is a daunting task; however, when I had the opportunity to utilize CSCOPE resources to determine the content focus for one of my Master's Degree projects, I realized that, if we had reliable infrastructure to ensure daily access whenever teachers need the tool, it met the requirements for a systemic approach to aligning our K-12 curriculum to fill the gaps revealed in the first round of STAAR assessments last spring. I made a suggestion to the both the Superintendent and Principal and we all started interviewing friends and acquaintances in other districts who have already begun using CSCOPE. We sought and received both teacher and administrator input and discussed the tool with other lead staff on both campuses. The "nugget" of wisdom from all sources was that this tool has wonderful resources, especially for those not comfortable with methods of teaching content to the level of cognition being assessed by STAAR; however, it should be left up to each professional to determine how and when to deploy the resource tools within their own practice. The principal has instructed me to edit the plan to show this decision process and strategies for deploying the tool on both high school and elementary campus. I also need to add the links to my "Tiny Tech" tools developed in the same course, for teachers and students to utilize in their own day-to-day teaching and learning and to update the student activities online calendar and lunchroom menus so the community can start planning around the school activities that start in mid-August.

**Patricia Startz: SID L20052259\_EDLD 5398 Internship for Principal and Technology Leader**

The above additions starting with the changes noted within EDLD 5397 assignments, and pasted below were made.

*In light of these assessments and the events of the last 18 months: I have made several changes in my internship plan.*

- 1) *I am added the Cyber Safety Cipa tools provided by TCEA's Lori Gracey to the cyber Safety resources and documentation of their efforts for ERATE;*
- 2) *Added the mini-lessons created during my coursework as the Tiny Tech lessons;*
- 3) *TL-II.b add item b) Utilize current research and available budget to plan and implement the infrastructure to support a digital learning environment infused with digital activities;*
- 4) *TL-IIC Revise items 1 & 2 to discuss research of digital tools to align current curriculum standards as dictated by statewide STAAR assessments;*
- 5) *Updated TL-II.D to include CSCOPE;*
- 6) *Updated TL-II.E to include resources developed during coursework, and the deployment of CSCOPE... de-emphasize project potluck or base its design on CSCOPE lesson modifications with cross curricular projects already outlined within CSCOPE Exemplar lessons.*
- 7) *TL.II.F edited to address CSCOPE's use instead of project potluck.*
- 8) *Revisited assessment piece of TL.II-F #2.*
- 9) *Revisited TL-III-A. and any other section solely dependent upon Project Potluck. Instead focus on deployment and support of CSCOPE, assessing effectiveness through student assessment results in benchmark assessments. Also where teacher technology skills are concerned make note of supporting instruction skills required to implement technology infused exemplar lessons within CSCOPE and make sure digital instructional resources are available for any time use in addition to structured 1:1 instruction when requested or within "study groups".... There will be a lot more, I am sure.... See revised plan posted with Superintendent approval. <https://pastartz.wikispaces.com/Internship+Plan>*